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NEWSLETTER

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(US Army)

Combined Arms Support Command Technology Integration Branch

By Matthew C. MacLaughlin
Chief, CASCOM Technology Integration Branch



FORT LEE, Va. - As the Department of the Army becomes more involved in the digital space, the Combined Arms Support Command continues to work at the forefront of developing capabilities to ensure the warfighter gets the information they need, when they need it. While common issues such as accessibility, security, applicability and relevance are all considered, CASCOM integrates a sense of craftsmanship into digital applications used for Soldier training and education.

CASCOM, a major subordinate command of the U.S. Army Training and Doctrine Command, is responsible for training over 185,000 students annually through more than 540 courses taught in the Sustainment Center of Excellence by the Ordnance, Quartermaster and Transportation schools, Soldier Support Institute and the Army Logistics

University. The mission for the command is to train, educate and grow the sustainment community as well as develop and integrate innovative Army and joint sustainment capabilities, concepts and doctrine to enable Unified Land Operations.

The SCoE-Mobile cell is only a small part of the command's Technology Integration Branch, but they have been doing big things for the Army to aid in mobile technology support for the training and operational base.

The SCoE-Mobile team is responsible for the development of over 82 mobile applications for use on nine different mobile platforms, as well as a library of over 45 video podcasts detailing Army processes ranging from disassembling small arms to refueling vehicles. What makes this work even more notable is that the entire team consists

of government employees, which means the development, maintenance and future upgrades to the products remain free for CASCOM and its proponent schoolhouses in the sustainment community. The impact of this in-house capability is that not only can the command create applications and digital products rapidly, but also provide immediate updates and maintenance.

The Technology Integration Branch, and the cell of SCoE-Mobile within it, was placed under CASCOM's G-3 (Operations) in 2009, amidst organizational restructuring created by the Base Realignment and Closure initiatives. The focus for the team was to help any, and all, members of the sustainment community with developing and integrating instructional design and technological advancements to training and education. It was also important that all



During a visit in April 2013, Matthew MacLaughlin, Combined Arms Support Command Technology Integration Branch chief, right, explains to the Honorable Alan F. Estevez, former Assistant Secretary of Defense Logistics and Materiel Readiness, center, some of the many applications his section creates for mobile devices. The apps enable students to enhance their training in a variety of subjects from their mobile and wireless devices. (U.S. Army photo by Keith Desbois)

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work be tied directly to the Army Learning Model to ensure adaptability. Started as a TRADOC concept, the goal of ALM is to provide Soldiers with tailored and engaging learning experiences throughout their careers.

Since 2009, the team has created apps in partnership with the Army and joint staff, the Defense Finance and Accounting Service, and the Army Retirement Services Office under the Army G-1 (Personnel). They have done work for joint forces in the areas of mortuary affairs and explosive ordnance disposal and shared their products with units around the globe. They will stand up a virtual training and educational environment for the EOD community by the end of FY15, as a way to share information and train all military services and federal government agencies that deal in explosive ordnance situations.

It takes more than just a desire to have mobile applications and digital solutions to achieve a successful development of a product. Each application released by SCoE-Mobile goes through a series of work-

flow processes, at both branch and command levels, to determine what is the best product to develop based on the subject, what support it delivers to the Army as a whole, and a timeline for creation and delivery.

Mobile applications, if for public release, go through an additional process by way of an app approval board made up of members of CASCOT's G-6, public affairs office, operational security and staff judge advocate.

Through ALM, the Department of the Army is bringing all of its training and education up to date in a rapid, secure way. CASCOT's efforts with SCoE-Mobile, while only a single part of this movement, show that it is not just developing for technology that is important but also creating an enduring and valuable product to support Soldiers stationed around the world. This is just one way CASCOT continues to support TRADOC's efforts to recruit and train Soldiers.

You can follow SCoE-Mobile on Facebook and Twitter for updates on security updates, app releases,

and mobile product information. (Facebook: "SCoE Mobile"; Twitter: https://twitter.com/SCoE_Mobile)

About Matt -

Matt MacLaughlin, Jr. taught high school English for six years before coming into the Department of the Army as a Logistics Specialist intern in 2005. His permanent placement after his internship was the Army Logistics Management College (ALMC) teaching their Introduction to Army Logistics and Defense Regional Interservice Support Agreements courses. Eventually, it was determined that in order to increase the audience both courses should be turned into distance learning products. Finishing this task in 2007, the two courses stood as ALMC's first and only fully operational dL courses. The experience he gained in this process gave him the necessary skill sets to transition into a leadership role as the chief for CASCOT's Technology Integration Branch under the G3 in 2009. It was at that time when moves for mobile and technological upgrades were begun in CASCOT's educational processes, a mission he has continued to helm to this very day. Mr. MacLaughlin has Master's Degrees in English from Virginia Tech and Instructional Design/Technology from East Carolina University.



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Melora McVicker
Education Services Officer
Quantico Voluntary
Education Center

The Changing Landscape of Higher Education

By Melora McVicker

On May 16, 2013, the National Student Clearinghouse Research Center (NSC) released their National Spring Enrollment Estimates Report to the nation for the first time ever. The report is designed to track the annual changes in college enrollments. Doug Shapiro, Executive Director of the National Student Clearinghouse Research Center stated, “with increasingly mobile and non-traditional students, it’s important for the education community to have access to real time information about enrollment patterns” (NSC, 2013).

In comparison to the previous spring, every sector except four-year private nonprofits has seen enrollment declines. The largest decreases cited were 8.7 percent decrease for four-year for-profit institutions and 3.6 percent decrease in enrollments for two-year public institutions (NSC, 2013). These are the first significant enrollment declines since the 1990s and the declines are expected to continue for several years. These declines are fueled by

several factors, to include:

The college-age population is dropping after more than a decade of sharp growth.

Adult learners are able to return to work during economic recovery.

Consumer concerns about high tuition prices and rising student debt.

Many colleges have made efforts to boost enrollments by offering tuition discount incentives and accelerated degree completion programs. The national release of the enrollment report will help institutions decide if their responses to enrollment declines are effective. “This data will help researchers, policymakers, and practitioners to identify the effects on students and institutions of powerful forces, like demographics, the economy, state budgets, student debt levels, and tuition costs” (NSC, 2013).

While declines in traditional student enrollments are not ideal, the decline in enrollments has led to market chang-

es and the creation of innovative education alternatives. First, enrollments declines have forced colleges and universities to consider offering more non-traditional training and education opportunities. Many colleges and universities are developing convenient extension programs specifically for non-traditional learners. While extension programs at University of Oregon have existed since 1911, modern technology has allowed for more robust education opportunities and expansion of traditional college campuses. For example, extension programs at Harvard University, UCLA, University of Pennsylvania and hundreds of other institutions are broadening their student population by meeting the changing needs of today’s 21st century student population. The extension courses support certifications, continuing education credits for licensure, and degree completion. The programs offer online, weekend, and accelerated course alternatives to encourage non-traditional college students to further their education.

The Changing Landscape of Higher Education (cont'd)

further their education.

Second, Massive Open Online Courses (MOOCs) are classes provided via internet lecture videos. A classroom that once held one hundred students can now enroll thirty thousand students. Coursera and Udacity are two MOOC producers. They have developed university courses that can be sold to students and universities. Coursera, a Stanford University company develops and sell classes to Brown University, Caltech, and Princeton, among many other colleges and universities. In addition to providing a massive number of students with access to free college courses, MOOCs have the implications for broader business growth opportunities.

Institutions that are willing to harness technological developments and take risks are broadening their student populations. Today's economy requires a more educated workforce. It is important to continue to train and prepare for a more competitive workforce. Online courses, accelerated programs, and alternative methods for teaching like MOOCs can support the learner and maximize the technological resources to help make colleges and universities more competitive. While program developments are important the NSC enrollment report reminds education policy makers how important it is to measure program effectiveness with meaningful data.

About Melora-

Melora McVicker serves as the Marine Corps Base Quantico Command Education Services Officer. Ms. McVicker has more than 16 years of higher education experience. Ms. McVicker completed her B.A. in Economics at the University of Michigan, Ann Arbor, and her M.S. degree in Higher Education Leadership from Northcentral University. Ms. McVicker enjoys community outreach and sits on the board for a local chapter of Soroptimist International. She can be reached at melora.mcvicker@usmc.mil.

“Adult learners are able to return to work during economic recovery.”

Manager's Corner: **SEEKING COMPETENCY DEVELOPMENT PANEL**

Do you consider yourself a forward thinker, a subject matter expert; do you embody the spirit of volunteerism? If so, the Defense Civilian Personnel Advisory Service is seeking members of the 1701 series to participate as a panel member in the development of enterprise-wide competencies across the Department of Defense for the 1701 Education community series. Maybe you participated in the development of the competencies we use today in one of the eight series comprising our community or who helped shape other series competencies for the Marine Corps in the past and now have the desire to shape the enterprise-wide competencies across the Department of Defense. During the course of the past year, your community management office has apprised you regarding the competency management efforts in the Marine Corps, across the Department of Navy as well as the Department of Defense. Topics have spanned “What is Competency Management” to the “the Civilian Workforce Development Application” as well as the Department of Defense’s “Competency Management Model” to the “Defense Competency Assessment Tool”. With the aforementioned, if you are interested in volunteering your expert knowledge to shape the future of the 1701 series across the Department of Defense or perhaps you want more information regarding the requirements to be a panel member, contact Jim Hilton at james.hilton@usmc.mil or call 703-432-0861 no later than December 11. Remember, volunteer activities can serve as your platform for developing skills, enhancing your personal competencies, pursuing interests and recharging your energy for new opportunities.

LIFELONG LEARNING

“Intellectual growth should commence at birth and cease only at death.” - [Albert Einstein](#)

When was the last time you participated in training or other learning activity, other than your required training? How long has it been since you participated in some type of training or learning activity and were able to enhance a project, product, service or process in your organization? Have you become stagnant? Have you stopped learning and growing?

Lifelong learning is imperative - it's about exploration, growth, and enrichment. Individuals engaged in continuing the process of training and education discover new talents and further the skills necessary for meeting emerging challenges. Whether you are interested in participating in college courses, technical or soft skills training, there are many resources available for little to no cost. Some of those resources may be offered through your local Human Resources Offices (HROs), Training/Workforce Development Branches or through website portals, such as: Udacity.com, Coursera.org, or Marinenet.usmc.mil.

When you take advantage any enrichment activities, ensure that you put your newly acquired knowledge into practice, as the skills you have learned will be useless if it isn't applied. Also teach and share with others, such as in the workplace. This can be done through mentoring, blogging, or creating an informal workgroup. This will solidify your learning, provide benefits to your co-workers, but as an added bonus it will also benefit your work organization. This sharing of knowledge will contribute to your workplace becoming a high performing workplace. Isn't this the win-win environment that we are all looking for?

In your quest for knowledge and learning opportunities, remember the words of Abigail Adams, “Learning is not attained by chance, it must be sought for with ardor and diligence.”

Jeannette Owings-Ballard is the Training Officer at the Training and Education Command in Quantico, Virginia

Currently Accepting Article Contributors for Spring 2014

The Education Community of Interest (Ed COI) newsletter is an integral and important communication strategy that keeps our community members informed and valued. The content of our topics are training and education relevant. We all have something to contribute that may benefit civilian Marines and/or 1700 community members but in order for this to occur - we need article contributors in the incoming new year.

Perhaps, you're thinking that you may have some writing challenges we're here to assist you from start to finish. Or need some topic ideas - we got that covered too. Just request a list.

If interested send an email to: usmc_ed&trng_coi@usmc.mil OR just give us a call. We look forward to hearing from you all. :)